Report of the Accreditation Visiting Team

Provo High School 1125 North University Avenue Provo, Utah 84604

February 9-10, 2005





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Provo High School 1125 North University Avenue Provo, Utah 84604

February 9-10, 2005

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D. State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 9-10, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Provo High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Samuel Ray is also commended.

The staff and administration are congratulated for their desire for excellence at Provo High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Provo High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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Linda Burrell	Supervisor, School Lunch

PROVO HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

School Administration				
Samuel L. Ray	Principal			
Stacey Briggs	<u> </u>			
Jose Enriquez	<u> </u>			
Counseling				
Bruce Evans	Counselor			
Jennifer Hyde	Counselor			
Gerry Sorensen	Part-Time Counselor			
Guy Golightly	Counselor			
Jana Flake				
Nanette Theobald				
<u>Support Staff</u>				
Grace Marshall	Gear Un Coordinator			
Craig Drury	<u>*</u>			
Kevin Turner				
Adam Wilkes				
Kellie Ann Cox	The state of the s			
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Meridee Coates	Mark Edwards
Dawan Coombs	Anny Fritzen
Kellie Ann Cox	Ria Georgi
Steve Crook	Cory Green
Kevin Curtis	Jerry Gribble
Randy Cusick	Keith Hale
Don Danner	Helen Hall
Sheldon Davis	Mike Halverson
DeLynn Decker	Steve Hansen
Tom Dixon	Colleen Hawkins
Craig Drury	Duane Hill
	Meridee Coates Dawan Coombs Kellie Ann Cox Steve Crook Kevin Curtis Randy Cusick Don Danner Sheldon Davis DeLynn Decker Tom Dixon

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PROVO HIGH SCHOOL

MISSION STATEMENT

The Mission of Provo High School is to help all students be successful.

BELIEF STATEMENTS

- Every student has the right, responsibility and opportunity to learn.
- All students can learn.
- Learning and teaching are continuous, interrelated processes.
- Education should involve students, parents, educators and the community.
- Every student should feel physically safe at school.
- Diversity is important for learning.
- All involved in the learning process should be treated with respect.
- School should help students become contributing members of a democratic society.

MEMBERS OF THE VISITING TEAM

Debbie Sorensen, Murray High School, Murray School District, Visiting Team Co-Chair

Vicci Gappmayer, Wasatch High School, Wasatch School District, Visiting Team Co-Chair

Laurel Harris, Jordan High School, Jordan School District

Elaine Layosa, Orem High School, Alpine School District

Mark Manning, Cyprus High School, Granite School District

Jan Sterzer, Bingham High School, Jordan School District

VISITING TEAM REPORT

PROVO HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Provo is a community of about 100,000 people located in the heart of Utah County. The citizens are characterized by high education levels, a strong work ethic, and significant foreign service experience. The community is primarily Caucasian, with an 11.5 percent minority population. The median age of the city is 22.9 years because of the 28,000 college students living within the city.

Provo High School has a fine tradition of academic excellence that dates back to its establishment in 1909. In 1956, the school moved from its original location on Center Street to its current location on University Avenue. Provo High was the only high school in Provo until 1977, and is now one of two high schools in Provo School District. Of the two high schools, Provo High is more diverse, with a larger student body, a higher number of minority students, and a higher number of students who qualify for free and reduced-price lunch.

The teachers are qualified and committed to helping students achieve. A wide range of courses are offered so that students can engage in meaningful learning experiences including concurrent enrollment, distance learning, and work-based learning courses.

a) What significant findings were revealed by the school's analysis of its profile?

The administrative team and school leadership presented data showing trends in student achievement, enrollment patterns, and demographics. Data from standardized tests and end-of-level tests indicates that most students are learning at or above state averages. Eighty percent of students taking the language arts CRT have scored above state standard for the past four years. Minority and disadvantaged students, however, score as much as 20 percent below white, non-disadvantaged students. Charts depicting student achievement on CRTs in algebra, geometry, biology, and earth systems show that between 62 percent and 87 percent of students were achieving above state standard over the last four years. In most subjects, however, there has been a downward trend from 2001-2004.

SAT-9 tests taken by students from 1999 to 2003 showed consistent student performance in math and an upward trend in language arts and science. As a total battery, Provo High's scores were slightly lower than the district average. The number of students taking the ACT generally hovered around 235, but due to the Gear Up Program, 250 students took the exam in 2004. When ACT scores were

disaggregated by race, minority students scored slightly lower than the white students.

Data shows that the number of AP tests taken by Provo High students between 1999 and 2003 has increased from 210 to 321. Tests taken in art, music, science, English social studies, math, and language show that between 38 percent and 100 percent of students taking AP tests pass with a score of 3 or better. This year a small number of students are enrolled in distance learning classes: four in biology, eight in English, nine in health, and a few in other courses. Concurrent enrollment is more popular, with approximately 75 students earning credit in health, 80 students earning credit in art, and 43 earning credit in history, to name a few.

Approximately 18 percent of students are enrolled in honors classes, about five percent are ESL students, and about five percent are resource students. While most students enrolled in honors classes are white, the majority of ESL and resource students are minority. Enrollment data shows that the percentage of minority students at Provo High is substantially higher than that of the city as a whole.

Over the last five years, the percentage of students who receive free or reducedprice lunch has increased steadily, growing from 35 percent to 42 percent of the student population. Daily attendance rate was reported to be about 96 percent.

Survey data indicates that parents and students feel welcome and safe at Provo High School. A larger percentage of students than of teachers and parents feel that their grades accurately reflect the knowledge and skills they acquire in school. Forty-two percent of students and 38 percent of teachers feel that standardized tests are important, while 74 percent of parents feel standardized tests are important.

What modifications to the school profile should the school consider for the future?

The new administration is making a good effort to collect data, some of which did not appear in the profile. The school is strongly encouraged to continue its effort to systematically collect and analyze student data to guide decisions made by the school. It is suggested that school leaders collaborate with the district to develop a data management system to efficiently collect and disaggregate pertinent data to determine which students are learning and which are not. This effort should extend to disaggregating the Iowa Test and CRTs by content cluster and quartile (mastery, partial mastery, minimal and near) for each grade level and, if possible, by gender and ethnicity. The school should continue to track data on factors influencing learning, such as trends in attendance, safe school violations, and community demographics.

Suggested Areas for Further Inquiry:

- School leaders are encouraged to develop a system to measure student progress on the four DRSLs—"An Effective Communicator," "A Responsible Citizen," "A Resourceful and Critical Thinker," and "A Life-long Learner." As specific tasks are defined and learning goals identified, data can be collected and trends analyzed in each DRSL. Student performance data can be used to make instructional decisions.
- School leaders recognize the need to collect and analyze data prior to deciding which school improvement efforts to undertake. The staff should also explore possible correlations between student achievement and other factors influencing student success such as attendance, course grades, participation in school activities, etc. Some questions might include: Do we have students who regularly attend, but are not performing? Are high achieving students adequately challenged? Are students who participate in school activities more likely to achieve? Are there patterns or trends in attendance and achievement that can be attributed to certain grade level, gender, ethnicity, or subject area?
- The staff may want to consider examining the correlation between class grades and CRT scores. Are students passing classes but failing to pass state tests? Are students passing state tests, but performing poorly in class? How do we reconcile these differences? As schools move to a standards-based curriculum, assessment methods, grading systems, and data collection will need to come into alignment with measuring and monitoring student learning.

CHAPTER 2: THE SELF-STUDY PROCESS

a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?

Provo High School has been involved in ongoing data collection and analysis throughout Provo School District as part of their "high stakes" philosophy. This data has enabled the school to obtain both state and federal grants to enhance educational opportunities for its students.

As part of the accreditation process, Provo High engaged in a more extensive school self-study. Surveys, focus groups, and departmental analyses were conducted. The school looked at student achievement, enrollment patterns, diversity, attendance, and class selection trends. All staff members, students, and parents were invited to participate.

Despite exemplary efforts on the part of the administration, accreditation team, focus group chairs, and staff, it is apparent that the process fell short of the *Collaborating for Student Achievement* process recommended by the NSSE standards. Nevertheless, the Visiting Team recognizes that the school and leadership made a sincere effort to do a thorough analysis of the school's strengths and limitations and commends them for their efforts.

b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The school profile focused on student achievement, class selection trends, attendance, and enrollment. The data showed that providing a number of quality courses and enrichment programs is one of the school's strengths. A limitation is that not all students are experiencing academic success.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Provo High School's desired results for student learning (DRSLs) are as follows:

- 1. An Effective Communicator
- 2. A Responsible Citizen
- 3. A Resourceful and Critical Thinker
- 4. A Life-long Learner

Shared Vision, Beliefs, Mission, and Goals:

a) To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?

It appears the leadership team assumed the major responsibility for developing and refining the school's mission statement, beliefs, and desired results for student learning. The leadership team designed the mission statement to be broad enough to encompass all areas of the school, yet short enough to be memorable. The Visiting Team, however, thought that the statement lacked the specificity to be compelling. The staff may wish to revisit the mission statement to more clearly indicate how they expect students to be "successful."

b) To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?

The school's belief statements are all student-oriented and focus on student learning as a priority. There appears to have been limited data available to the staff when developing the mission statement, beliefs, and desired results for student learning (DRSLs). It would be helpful for the staff to describe specific performance indicators for each DRSL and methods for gathering evidence of students' progress towards their achievement.

c) To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?

The school's mission and belief statements are connected. The faculty and administration are encouraged to make a plan to align all facets of school improvement, including the mission, beliefs, DRSLs, and action plan. The DRSLs need to be the primary focus of the school's action plan, and teachers should integrate the teaching of the DRSLs into their daily curriculum.

Curriculum Development:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?

There is evidence that most of the departments are examining their curricula and assessing alignment with the Utah State Core curriculum and national standards. Some teachers have engaged in curriculum mapping, which has facilitated evaluation of curricula for relevance and appropriate rigor. There are indications that curriculum development in most classes takes into account the learning needs of the increasingly diverse student population.

The Visiting Team saw evidence that collaboration between some departments is taking place to integrate core concepts and plan shared learning activities. A number of teachers are hopeful that the curriculum mapping effort initiated by the administration will be a springboard to encourage additional horizontal teaming and cross-curricular planning.

b) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?

It is evident that most teachers support the acquisition of the skills and knowledge identified in the school's desired results for student learning. Teachers report that there has been a strong emphasis on improving literacy skills during the past five years, and that most of them have participated in various literacy and professional development opportunities. There are indications of school-wide efforts to improve student writing and reading. The Visiting Team also saw indications that

teachers were addressing some of the other DRSL standards. The DRSLs are listed on posters in the hall and in some classrooms. However, some teachers and a majority of students cannot articulate the academic focus outlined in the DRSLs. The Visiting Team suggests that the DRSLs become a school-wide focus for curriculum and instruction.

Quality Instructional Design:

a) To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?

The Visiting Team observed many teachers using multiple teaching strategies to engage all students in the learning process. These activities included direct instruction, classroom discussion, slideshows, cooperative learning groups, peer tutoring groups, hands-on activities, problem-solving critical thinking activities, laboratory activities, and activities employing the use of technology. The faculty displayed dedication, hard work, and a willingness to help individual students. Students and parents indicated they are satisfied with the quality of instruction at Provo High. The staff members expressed a desire to continue to collaborate with members of their own departments and with other departments to achieve schoolwide goals. Teachers are working to develop curriculum maps for their courses of instruction to be posted on the Internet. Teachers are also working on emphasizing literacy across the content areas. Provo High has identified a need to support diverse students in learning and achievement.

b) To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?

The Visiting Team observed many dedicated and effective teachers who used a variety of instructional strategies to engage the students in learning. The teaching staff was actively engaged in addressing the needs of students in the AP and honors programs, as well as resource/special education and basic classes. Some teachers expressed a concern about not being able to meet the needs of ESL students and other students with special needs; however, the teaching staff also expressed a willingness to receive additional training and assistance in meeting the needs of the diverse learners.

c) To what extent do the professional staff and leadership provide additional opportunities which support student learning?

Provo High provides its students with many additional learning opportunities. Teachers are available before and after school to provide extra help with assignments or re-teach difficult concepts. In addition, the school offers after-school tutoring and computer lab access, private tutoring appointments, adult ESL

classes, ESL classroom aides, literacy classes, math classes, transitional classes, and after-school programs in art and music.

Quality Assessment Systems:

a) To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?

Provo High is committed to looking at data to assess student performance. The district is currently engaged in curriculum mapping in order to align curricula and assessments with USOE core standards. More collaborative efforts among department members are needed to implement a variety of assessment strategies beyond traditional paper-and-pencil tests. There is currently no school-wide program to evaluate student progress toward the DRSLs. The staff needs to coordinate strategies and programs to align with the DRSLs and assess student progress toward the DRSLs. The development of school-wide rubrics to assess the use and achievement of the DRSLs would be beneficial.

b) To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?

Several student assessments were observed by the Visiting Team, such as selected response, oral and written open-ended questions, performance tasks, skill acquisition, research projects, group projects, student portfolios, and oral presentations. It was not clear whether assessments were used to guide instruction or measure student achievement.

According to the needs assessment survey, standardized tests are important indicators of student achievement. Those surveyed responded that the assigned homework and traditional tests reflect what is taught in the classroom.

It is unclear whether assessment data was used to determine areas of weaknesses and concern. Data did not appear to have been sufficiently disaggregated and distributed in such a manner as to guide instruction or curricular decisions.

c) To what extent are assessments designed, developed, and used in a fair and equitable manner?

The Visiting Team found little evidence that assessment tools are being used to modify teaching methods or track student learning in connection to the school DRSLs and action plan. Data did not indicate whether assessments were regularly modified to accommodate students with special needs.

Leadership for School Improvement:

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?

The leadership team at Provo High School recognizes the importance of improvement through ongoing professional development. They are involved in a number of ongoing professional development activities that promote literacy and curriculum mapping. Teachers are also engaged in SEOP training. There are many additional support programs in place to help students be successful.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?

The Provo High leadership team uses limited data in its decision-making process. Team members have expressed the need for and importance of collecting and using data at the classroom level when making decisions that influence student achievement. There is evidence that the leaders and teachers are beginning collaborative conversations to assess the school needs and make decisions that are research-based and data-driven.

c) To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?

Provo High School does not have in place a comprehensive assessment system to collect, disaggregate, and disseminate information. Data is gathered manually and shared with the faculty periodically. Delays in receiving test results impede decision making and instructional planning.

d) To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?

The leadership team is committed to providing a safe, efficient, and effective learning environment. Students expressed strong feelings that teachers are supportive, that the learning environment is positive, and that they are safe at school.

e) To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?

The leadership team has had a limited time to allocate resources toward the achievement of the DRSLs. However, the leadership team has acted quickly to renew and acquire a number of state and federal grants to support diverse learners.

These funds have enabled them to provide learning opportunities for students before, during, and after the school day.

f) To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

The leadership team has been proactive in empowering teachers and staff members to explore ways to enrich the learning environment at Provo High School. The administration encourages participation, collaboration, and creativity from the staff and community to enhance and strengthen the school environment to meet students' academic and social needs.

Community Building:

a) To what extent does the school foster community building and working relationships within the school?

The Visiting Team recognizes the positive and productive working relationships established by Provo High School among students, teachers, support staff, and administrators. There is strong evidence that Provo High educators have been successful in creating and sustaining a learning environment for students that nurtures a sense of caring and belonging. This is especially commendable in light of the significant change in the school's population that has occurred in the last decade. The Visiting Team was impressed with the variety of programs affording students an opportunity be involved in a variety of extension programs and extracurricular activities. Many and varied support programs are in place for students who may need extra help and services.

Focus groups were created in the seven areas of instructional and organizational effectiveness as outlined by NSSE. All faculty members were invited to work collaboratively to evaluate the school's organizational and instructional effectiveness. Teachers indicate they are currently working on new committees to address the school's improvement plan.

A number of teachers report that there is a need to create more cohesiveness among staff members, a challenge shared by most large schools. The Visiting Team supports the school's stated commitment to build collegial relationships among the faculty members.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

It is clear that Provo High School has made efforts to connect with parents and the community. Due to the significant demographic changes that have occurred in

the last decade, it is critical that the school continue these efforts. The parent-teacher conferences that are scheduled four times per year appear to be a successful outreach program. The Visiting Team suggests that the school increase its efforts to inform parents and students of programs and learning opportunities.

The Visiting Team was impressed with the extensive business connections that facilitate work-based learning experiences. The school has capitalized on the vast resources in the surrounding community in its vocational and career outreach programs. The Visiting Team also commends the school on the many opportunities for students to earn college credit while in high school, through an extensive offering of AP classes and concurrent enrollment courses through local colleges.

Culture of Continuous Improvement and Learning:

a) To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?

Provo High School's organizational system and culture are supportive of professional development and provide many opportunities to be engaged in professional growth. A majority of the staff members have shown a commitment to earning advanced degrees and endorsements, and most of the faculty has been trained in using reading and writing strategies in their classrooms. Teachers said that many of them have attended professional workshops and conferences, but are concerned about implementation of the strategies they learned. The Visiting Team recommends that professional development opportunities facilitate the implementation of the DRSLs.

b) To what extent does the school create conditions that support productive change and continuous improvement?

The Provo High School administration is creating a climate for productive change and continuous improvement. The faculty has participated in many diverse professional development activities. The Visiting Team would recommend moving from a somewhat fragmented and departmentalized organization to a more collaborative system of curriculum development and instructional practices.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Provo High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II - Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III - School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV - Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V - Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII - Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the State of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII - Administration

This standard is met. The administration of Provo High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX - Teacher Load

This standard is **not** met. In the October 2004 annual report, eight (8) teachers were listed as exceeding the teacher load numbers set by the Utah State Office of Education and/or Northwest for the number of students instructed in any one grading period.

Standard X – Activities

This standard is met. Provo High supports a range of activities that supplement the basic instructional program by providing additional interests and experiences for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

a) To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?

The action plan attempts to address the DRSLs through professional development experiences and resource management goals. The plan has a strong emphasis on training for the faculty but does not sufficiently address the student learning gaps that surfaced in the self-study process.

The staff is encouraged to focus its efforts on areas that will have a direct impact on student learning and student achievement. While structuring a schedule that allows for collaboration and training is important, teaching students how to write and speak effectively, use multiple strategies to solve problems, and take personal responsibility for improving their quality of life should be given priority by the entire staff.

b) To what extent is there sufficient commitment to the action plan, school-wide and system-wide?

The leadership team, administration, and some of the teaching staff share a commitment to the action plan. However, the Visiting Team found that some of the faculty members were unaware of the school's DRSLs and had little awareness of the action plan and how it would be implemented. The administration and leadership team will need to secure the commitment of the teaching staff to ensure that the school will move forward in a unified manner.

c) How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?

The current action plan does not articulate an effective method for monitoring school-wide improvement in the specific goal areas. The school understands the action plan will require some revision, and is making plans to do this. The school administration understands the importance of collecting and using data to monitor the school's progress and to periodically evaluate the effectiveness of the action plan. The Visiting Team would encourage the school leadership team and administration to focus on a few specific and measurable goals that will affect student learning in every classroom.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

• The Visiting Team commends the staff for its work on the self-study and school analysis. There is evidence of a collaborative effort to understand the culture, organization, and status of the school. The profile data gives information about student achievement, enrollment, and attendance problems. Departmental analyses gave a clear picture of the work being done in the school, with emphasis on the desired results for student learning. Focus groups provided opportunities for interdepartmental discussions and collaboration.

- The Visiting Team commends the structures that have been put in place to allow for regular professional development and teacher collaboration.
- The Visiting Team commends the faculty's strong commitment to student performance and achievement. The faculty uses a wide variety of instructional methods to effectively teach students with multiple learning styles. They have effectively adapted curriculum to meet the needs of the diverse population.
- The Visiting Team commends the staff's pursuit of learning. The staff is highly qualified, with 54 percent holding advanced degrees, seven percent at the doctoral level. By pursuing additional education they are modeling for their students the importance of being a life-long learner.
- The Visiting Team commends the school's outstanding student support services. There is evidence that all students can obtain additional help through one-on-one access to teachers and a highly developed after-school tutoring program.
- The Visiting Team commends Provo High School for a comprehensive selection of course offerings to meet the needs of every student. In addition to regular classes, students may participate in technical career-based classes, internships, Advanced Placement, concurrent enrollment, and distance learning classes.

Recommendations:

- The Visiting Team recommends that Provo High School continue developing a comprehensive assessment system for gathering, analyzing, and using pertinent data to determine who is learning and who is not. These efforts should extend to using data to monitor and evaluate improvement efforts as they are implemented and refined. Revision of the school's action plan to reflect this need might be a good first step for the school. Individual departments, as well as the school organization, should consider what assessment data (tests, portfolios, projects, CRTs, etc.) would allow reasonable interpretation of what students can do and provide sufficient evidence of achievement of the school's learning goals (DRSLs).
- The Visiting Team recognizes the need for the entire staff to engage in collective inquiry with regard to the research of best practices and teaching and assessing DRSLs. As the school moves to explicitly teach DRSLs in every classroom, the Visiting Team recommends that the leadership and staff investigate the best way to teach and assess effective communication, resourceful and critical thinking, responsible citizenship, and life-long learning.
- The Visiting Team recommends that the school continue making efforts to prepare minority students with the skills to enroll in challenging academic classes, such as AP and concurrent enrollment courses. The majority of the staff members

- expressed concern about meeting the needs of the diverse student population. Many of the "best practices" identified in the literature can address this challenge.
- The Visiting Team recommends the continuation of collaboration and professional development on a regular and frequent basis to effectively implement the school improvement plan.